

**Martin Luther King Jr. Charter School of Excellence**

**Tiered Focused Monitoring Report**

**For** **Group A Universal Standards**

**Tier Level** **1**

**Date of Onsite Visit:** **January 14, 2020**

**Date of Final Report:** **March 9, 2020**



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Commissioner of Elementary and Secondary Education

During the 2019-2020 school year, Martin Luther King Jr. Charter School of Excellence participated in a Tiered Focused Monitoring Review conducted by the Department’s Office of Public School Monitoring. The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights.

Districts and charter schools are reviewed every three years through Tiered Focused Monitoring. This review process emphasizes elements most tied to student outcomes, and alternates the focus of each review on either Group A Universal Standards or Group B Universal Standards.

Group A Universal Standards address:

* Student identification
* IEP development
* Programming and support services
* Equal opportunity

Group B Universal Standards address:

* Licensure and professional development
* Parent/student/community engagement
* Facilities and classroom observations
* Oversight
* Time and learning
* Equal access

In addition, the Department has reserved a specific set of criteria, collectively known as Targeted Standards, employed when LEA or school-level risk assessment data indicate that there is a potential issue. Identified Targeted Standards are assessed in addition to the Universal Standards.

Universal Standards and Targeted Standards are aligned with the following regulations:

Special Education (SE)

* selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education’s Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007.

Civil Rights Methods of Administration and Other General Education Requirements (CR)

* selected federal civil rights requirements, including requirements under Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, together with selected state requirements under M.G.L. c. 76, Section 5 as amended by Chapter 199 of the Acts of 2011 and M.G.L. c. 269 §§ 17 through 19.
* selected requirements from the Massachusetts Board of Education’s Physical Restraint regulations (603 CMR 46.00).
* selected requirements from the Massachusetts Board of Education’s Student Learning Time regulations (603 CMR 27.00).
* various requirements under other federal and state laws.

Tiered Focused Monitoring allows for differentiated monitoring based on a district/charter school’s level of need, the Tiers are defined as follows:

LEAs in Tiers 1 and 2 have been determined to have no or low risk:

* Tier 1/Self-Directed Improvement: Data points indicate no concern on compliance and performance outcomes – meets requirements.
* Tier 2/Directed Improvement: No demonstrated risk in areas with close link to student

outcomes – low risk.

LEAs in Tiers 3 and 4 have demonstrated greater risk:

* Tier 3/Corrective Action: Areas of concern include both compliance and student

outcomes – moderate risk.

* Tier 4/Cross-unit Support and Corrective Action: Areas of concern have profound effect on student outcomes and ongoing compliance – high risk.

The phases of Tiered Focused Monitoring for Martin Luther King Jr. Charter School of Excellence included:

Self-Assessment Phase:

* Charter school reviewed special education and civil rights documentation for required elements including document uploads.
* Charter school reviewed a sample of special education student records selected across grade levels, disability categories and levels of need.
* Upon completion of these two internal reviews, the charter school’s self-assessment was submitted to the Department for review.

On-site Verification Phase:

* Review of student records for special education: The Department selected a sample of student records from those the charter school reviewed as part of its self-assessment, as well as records chosen by the Department from the special education student roster. The onsite team conducted this review, using standard Department procedures, to determine whether procedural and programmatic requirements are being met.
* Review of additional documents for special education or civil rights.
* Surveys of parents of students with disabilities: Parents of students with disabilities were sent a survey to solicit information regarding their experiences with the charter school’s implementation of special education programs, related services, and procedural requirements.
* Interviews of staff consistent with those criteria selected for onsite verification.
* Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested, by other parents or members of the general public.

**Report: For Tier 1 & 2 Tiered Focused Monitoring Reviews**

Following the onsite visit, the onsite team holds an informal exit meeting to summarize its comments for the superintendent or charter school leader. Within approximately 20 business days of the onsite visit, the onsite chairperson forwards to the superintendent or charter school leader the findings from the Tiered Focused Monitoring Review. All districts/charter schools in Tiers 1 and 2, as part of the reporting process, then develop a Continuous Improvement and Monitoring Plan (CIMP) for any criteria receiving a rating of "Partially Implemented," "Not Implemented," and “Implementation in Progress.” The CIMP outlines an action plan, identifies the success metric, describes the measurement mechanism and provides a completion timeframe to bring those areas into compliance with the controlling statute or regulation. Districts and charter schools are expected to incorporate the CIMP actions into their district and school improvement plans, including their professional development plans.

**SUMMARY OF INDICATOR DATA REVIEW**

As part of the self-assessment process for districts or charter schools undergoing a review for Group A Universal Standards, the onsite team reviewed the results of Indicator data submissions for Indicators 11, 12 and 13. For any Indicator data noncompliance found, the district or charter school must develop and implement corrective action that includes correcting noncompliance for the individual students affected by it, addressing the root cause and underlying reasons for the identified noncompliance, and reviewing additional records as evidence that the issues have been corrected and that requirements are being met. The Office of Special Education Programs (OSEP) requires correction of noncompliance within one year of the finding.

The results of the Department’s analysis regarding these Indicators are as follows:

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| --- | --- | --- | --- |
|  | **Compliant** | **Non-Compliant** | **Not Applicable** |
| **Indicator 11 – Initial**  **Evaluation Timelines** | X |  |  |
| **Indicator 12 – Early**  **Childhood Transition** |  |  | X |
| **Indicator 13 –**  **Secondary Transition** |  |  | X |

# **DEFINITION OF COMPLIANCE RATINGS**

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| **Commendable** | Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation. |
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| **Implemented** | The requirement is substantially met in all important aspects. |
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| **Implementation in Progress** | This rating is used for criteria containing new or updated legal requirements and means that the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year. |
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| **Partially Implemented** | The requirement, in one or several important aspects, is not entirely met. |
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| **Not Implemented** | The requirement is totally or substantially not met. |
| **Not Applicable** | The requirement does not apply to the school district or charter school. |

**Martin Luther King Jr. Charter School of Excellence**

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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| --- | --- | --- |
|  | **Universal Standards**  **Special Education** | **Universal Standards**  **Civil Rights and Other General Education Requirements** |
| **IMPLEMENTED** | SE 1, SE 2, SE 3, SE 3A, SE 8, SE 9, SE 9A, SE 10, SE 11,  SE 12, SE 13, SE 14, SE 18A, SE 19, SE 22, SE 25, SE 26,  SE 34, SE 35, SE 40, SE 41,  SE 43, SE 48, SE 49 | CR 13, CR 14, CR 18 |
| **PARTIALLY**  **IMPLEMENTED** | SE 20, SE 29 |  |
| **NOT IMPLEMENTED** |  |  |
| **NOT APPLICABLE** | SE 6, SE 7, SE 17, SE 37,  SE 38, SE 39, SE 42 |  |

The Tiered Focused Monitoring Toolkit, which includes the regulatory requirements specific to the special education and civil rights criteria referenced in the table above, can be found at <http://www.doe.mass.edu/psm/resources/default.html>.

| **Improvement Area** **1** |
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| **Criterion:** SE 20 - Least restrictive program selected |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Student record review and interviews indicated that the Nonparticipation Justification statement in the IEP is not always specific to each student, and does not state why removal from the general education classroom is considered critical to the student's program and the basis for the Team's conclusion that education in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **LEA Outcome:** Martin Luther King Jr. Charter School of Excellence (MLKCSE) will ensure the Nonparticipation Justification statement in the IEP is always specific to each student, and states why removal from the general education classroom is considered critical to the student's program and the basis for why the Team's conclusion that education in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **Action Plan:** By 03/13/2020, MLKCSE will retrain special education teachers on the purpose and impact of the Nonparticipation Justification statement in the IEP.  By 03/13/2020, MLKCSE will implement an internal monitoring system to ensure the Nonparticipation Justification statement in the IEP is always specific to each student, and states why removal from the general education classroom is considered critical to the student's program.  By 05/01/2020, MLKCSE will conduct a review of at least 10 student records for evidence that the Nonparticipation Justification statement in the IEP is always specific to each student. |
| **Success Metric:** MLKCSE will ensure the Nonparticipation Justification statement in the IEP is always complete, accurate and specific to each student.  Evidence:    Agendas and sign-in sheet from staff training  Internal monitoring each trimester  Result of the record review looking at Nonparticipation Justification statements in at least 10 student records |
| **Measurement Mechanism:** MLKCSE Special Education Director will review IEPs each trimester to ensure the Nonparticipation Justification statement in the IEP is always specific to each student, and states why removal from the general education classroom is considered critical to the student's program and the basis for the Team's conclusion that education in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **Completion Timeframe:** 05/01/2020 |
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| **Improvement Area 2** |
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| **Criterion:** SE 29 - Communications are in English and primary language of home |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Student record review and interviews indicated that the charter school does not translate the entire progress report related to a student's goals set in the IEP, including the current performance level, measurable annual goals and the benchmarks and objectives. |
| **LEA Outcome:** MLKCSE will translate the entire progress report related to a student's goals set in the IEP, including the current performance level, measurable annual goals and the benchmarks/objectives. MLKCSE will ensure progress notes are sent to parents at least as often as parents are informed of nondisabled students’ progress in their native language. At the elementary school level, progress reports are sent three times per year. |
| **Action Plan:** By 03/13/2020, MLKCSE will revise its policy to ensure the entire progress note is translated.  By 03/13/2020, MLKCSE will send fully translated progress notes to the four families identified by the Department during the onsite review and all other families requiring translation. MLKCSE uses an outside contracted vendor for all translation needs.  By 05/01/2020, MLKCSE will conduct a record review of at least 5 records to ensure the entire progress note is translated. All sections, including IEP annual goals, benchmark/objectives, and current performance, will be translated. |
| **Success Metric:** MLKCSE Special Education Director will review student records each trimester to ensure that the entire progress note is translated.  Evidence:  Updated MLKCSE Special Education Policies, Practices, & Procedures Manual  Records translated from Dec 10th for the four families identified by the Department  Results of triannual record review  Continued triannual monitoring |
| **Measurement Mechanism:** MLKCSE will conduct triannual student record reviews of progress notes to ensure successful implementation. |
| **Completion Timeframe:** 05/01/2020 |
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